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THE CHURCH SCHOOL TEACHER

VOL. XXVI No. 10
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From Your Director

by LAEL H. WESTBERG

THE cover photo for December is a reproduction of the "Blue Madonna," a painting by Frank Wesley, a Christian artist of India. The painting is one of a collection being used by the National Council of Churches to promote Christian fellowship. The immediate project of the Council in connection with the collection is to reproduce some of the pictures for use on Christmas cards. One such card uses the "Blue Madonna." We use the picture to send you our best wishes for Christmas.

TEEN TALK for December 22 will have a family Christmas worship service. This has become an annual feature of our Sunday school story paper for teen-agers. We hope you will encourage your families to use it.

What Will Happen?

I have just read the December "Helps" articles. And I am musing about what will happen in our

church schools because of them. Some teachers, of course, won't know anything about them, because they are not getting **THE CHURCH SCHOOL TEACHER**. One superintendent cancelled his teachers' subscriptions without their knowing it. "It wasn't doing them any good," he said. But one could conjecture that he preferred to keep his teachers ignorant so that he would have less difficulty being an expert. Some teachers will thumb through it and toss it aside. Some will find it a great help. One teacher I know will read an article each night just before falling asleep.

Don't Spare the Logs

It is the churches that use the Kearney Plan, however, that will wring the issue dry. Now, the Kearney Plan is no copyrighted national brand. It is just a name I have coined—but for a good reason. Kearney is a district in Nebraska. The teachers of Kearney

have figured out that if you want something you have to go get it. They have also learned something from bonfires. If you are satisfied with a measly wisp of smoke, light one little log. Go it alone, in other words. But if you want a rip roaring blaze, don't spare the logs. You guessed it, get together with some colleagues.

So, once a quarter the teachers of the Kearney District get together for a Teacher-Teach-Teacher session. They light a fire with **THE CHURCH SCHOOL TEACHER**. They fan the flame with their enthusiasm. They pour on the oil of their imaginations. And things crackle and pop. The Kearney churches are the salt of the earth, they and their counterparts over the Church.

The Sick and the Well

As I travel around the country I find some congregations in the dumps educationally. "The Christian Growth material is no good. The children are so different today. Nobody wants to teach. There isn't time to prepare." One is prompted to ask, as did Jesus of the Bethsaida man, invalid for thirty-eight years, "Do you want to be healed?" and to add, "or are you enjoying your misery?"

But I find many congregations in excellent health educationally. Ask them for the remedy and you

find it quite simple. They are having quarterly and monthly teacher meetings and following the pattern outlined in **THE CHURCH SCHOOL TEACHER**. First, a Bible study based on the Biblical texts to be used for the next unit. Second, practical information hour made up of prescribed printed or audio-visual helps. Third, departmental study of the lessons to be taught for the next week or weeks. Lastly, short business meeting, always held at the close of the Sunday school teachers' meeting—never at the beginning.

Church School Builder

Teachers like to go to this kind of meeting. Prospective teachers find something in it for them, too. Here is a steady, week by week, month by month, church school builder. In it are the ingredients necessary for growth, *lesson preparation, fellowship, new insights into the Bible and into teaching methods, inspiration and encouragement through sharing problems and solutions.*

Something happens to a teaching force that gets together for study and lesson planning. They soon find that it wasn't the curriculum that was at fault; or the children; or the lack of time. It wasn't even the poor facilities. It was the teachers and the pastor who spent their time griping when they should

have been studying. And they soon find that helping the congregation grow in Christian knowledge and faith and life is a most rewarding and energizing experience. This seems to be the experience over the church when congregations start

using some variation of the Kearney Plan.

Well, here are your quarterly "Helps" articles. December will be a busy month so we hope you will have your teachers' meeting early. Do your shopping later.

And Is It Peace?

And dare we mention peace, we who have known
Of bloodshed only all these bitter years?
The awful yearnings and the burning tears?
The hopeless hoping? The bereaved one's groan?
And may the bugles now in joy be blown,
Triumphant o'er our most despairing fears,
And herald unto eager waiting ears
Tidings of battles past and victory won?

And is it peace? (We dare not speak the word,
But in hushed, timorous voices whisper low,
Lest it should be that we had only heard
False utterances, and it prove not so.)

Peace—is it "peace on earth, good will to men?"
Ah then, blest news, thrice hail and hail again!

From *The Winnowing Years*
by VICTOR E. BECK

Suggestions for Your Next Three Staff Meetings

► For Your December Meeting

The purpose of the December meeting should be to study and make detailed plans for the January Sunday school sessions. The following is a suggested plan:

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is “God and His People,” with this outline:

- I. God in the Old Testament
 - A. God's Promise to Abraham
Genesis 12:1-3
 - B. God's Promise Kept
 1. At the Time of the Patriarchs
Psalm 105:8-23; Nehemiah 9:6-9
 2. At the Time of The Exodus
Psalm 105:26-36; Nehemiah 9:9-12
 3. At the Time of Wilderness Wanderings
Psalm 105:37-42; Nehemiah 9:13-21

- miah 9:13-21; Exodus 24:3-4, 7, 12
4. At the Time of the Conquest of Canaan
Psalm 105:43-45; Nehemiah 9:22-24
5. At the Time of the Golden Age
Psalm 78:70-72; Nehemiah 9:25
6. At the Time of The Division
Nehemiah 9:26
7. At the Time of The Captivity
Psalm 78:59-64; Nehemiah 9:27-30
8. At the Time of Restoration
Nehemiah 9:31
- II. God in the New Testament
 - A. God Spoke by a Son
Hebrews 1:1-4; John 1:1, 14
 - B. God Bore Witness
 1. At the Time the Helpers Were Called
Matthew 9:1-13; Mark 16:20; John 1:35-51

2. At the Time of the Miracles

Matthew 9:27-30; Mark 1:29-34; 3:7-12; Luke 17:11-17; John 2:1-11

3. At the Time of Jesus' Teaching

Matthew 6:9-13; Luke 10:38-42; 11:1-4

II. God in the World Today

A. God Gives a Commission

Matthew 28:19-20; Mark 16:15

B. God's People Respond

1. By Their Belief

Luke 10:25-28; John 5:24, 39-47; 16:13; Ephesians 4:4-6

2. By Their Prayer and Praise

Matthew 6:7-8; John 16:23-24; Psalm 103:2; 119:11-12, 33-40; Isaiah 25:1

3. By Their Witness

Deuteronomy 6:18a; Psalm 1; Matthew 5:3-11; 7:12; Luke 6:37-38; 11:28; John 16:33; Galatians 6:2; Colossians 3:12-17; James 1:22; 1 John 3:18

The Practical Information Period
—thirty minutes.

This period might center around discussion of "My Pupils," thinking particularly about the pupils' needs and how to meet them. Pos-

sible resources for the period are:

Ways of Teaching—Andersen, chapter III

Teaching for Results—Edge, pages 76-88

"As the Twig Is Bent"—a filmstrip from the LEAV Kit

"No Two Alike"—a filmstrip from the LEAV Kit.

Department Study and Planning Period—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the winter quarter lesson material and this issue of **THE CHURCH SCHOOL TEACHER**. (See the "Helps" articles for the departments.)

The teachers under the direction of the department leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
 - a. Biblical bases and aims.
 - b. Activities and materials needed.
 - c. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

► **For Your January Meeting**

The purpose of the meeting in January would be to make plans

for the February Sunday school sessions.

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is “New Life.”

I. A Study in the Old Testament of the Beginnings of the Hebrew Nation

A. Genesis

1. Of the World

Genesis 1 and 2; Psalm 24:1

2. Of Sin (and its Consequences)

Genesis 3 and 4; 6:11-14; 7:11-16; 8:6-12; 9:8-17; Hebrews 11:4-8

3. Of the Hebrew Nation

Genesis 17:1-8; 28:10-22; 45:4-15; 46:1-4, 31-34; 50:20; Hebrews 11:8-12, 17-22

B. Exodus of the Hebrews

1. Ill Treatment in Egypt

Exodus 1:1-14; 2:23-25; 5:6-21

2. Moses: The Leader of the Exodus

a. Moses, the Man

Exodus 2:11-17; Hebrews 11:23-26

b. Moses, the Leader

Exodus 3:1-23; chapters 12, 13 and 14; Hebrews 11:27-29

c. Moses, the Lawgiver
Exodus 19 and 20; Deuteronomy 6:4-5

3. Wilderness Wanderings
Exodus 16, 32; Numbers 13, 14; Deuteronomy 4:20; 7:6-8; 26:5-9

II. A Study in the New Testament of the Beginnings of a New Life in Christ

A. Jesus Called Apostles

Matthew 4:18-23; John 1:35-51

B. Jesus Performed Miracles

Matthew 8:14-17, 14:13-23; Mark 1:29-34; 6:30-46; 5:24-34; Luke 9:10-18; John 6:2-15

C. Jesus Taught

1. About the Kingdom of God

Matthew 5:38-48; 18:1-6; Mark 10:13-16; Luke 12:13-21

2. About God, the Father

Luke 12:22-32; 1 Peter 5:7

3. About Himself

Luke 19:1-10; John 6:22-71; 10:1-16; 15

4. About Sin and Forgiveness

Luke 15:3-8

5. About Eternal Life

Mark 10:17-22; Luke 10:38-42

6. About Prayer

Mark 1:36; Luke 6:12-13; 11:1-4

7. About Stewardship

Matthew 25:14-30; Luke

12:13-21; 16:1-13; 19:
11-28

D. Jesus Gave a Commission
Matthew 28:19-20; Luke 10:
1-20; John 10:16

The Practical Information Period
—thirty minutes.

"My Methods" could be the topic of this discussion period with the following suggested resource materials:

God's Master Builders—Nolde and Hoh, pages 34-44, 68-76

Teaching for Results—Edge, chapter IX

Ways of Teaching—Andersen, chapters VII, VIII and IX

"The Teacher Teaches"—a filmstrip from the LEAV Kit.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. See suggested outline for the December meeting. Refer to "Helps" articles in this issue of *THE CHURCH SCHOOL TEACHER*.

► For Your February Meeting

The purpose of this meeting would be to make plans for the March Sunday school sessions.

Opening Worship—five to ten minutes.

Bible Study—thirty minutes. The theme is "Worship" with the following outline:

I. The Building

A. The Tabernacle

Exodus 26; Numbers 10:15-23; Hebrews 9:2-6

B. The Temple

1 Kings 6:1—8:1, 54-62; 1 Chronicles 17:1-12; 28:1-6; 2 Chronicles 5:1—6:42

II. The Worshipers

A. In the Tabernacle

Exodus 29:1-9; 1 Samuel 1; 2:1-11; 18-19, 26; Hebrews 9:6-10

B. In the Temple

1 Kings 8:3-4; 2 Chronicles 23:4-6; 30:27; Psalm 122:1; 100:2; Luke 2:40-52

C. In the Synagogue

Luke 4:16-31; Mark 11:15-18

III. The Mediator

Hebrews 9:11-28; Mark 11:1-11; Matthew 21:1-11; Mark 14:10-21; John 13:21-30; Matthew 26:57-68; 27:27-31; John 18:12-15; 1 Peter 2:22-24; Luke 24:1-43

IV. The Message

Luke 24:44-53; John 21:15-20; 1 Corinthians 6:19; John 15:12-17; 3:16; Matthew 22:36-40

The Practical Information Period
—thirty minutes.

This discussion period could center around the subject of "My Props" with emphasis being placed on the proper use of visual aids.

The following resource material will be helpful in guiding the discussion:

Ways of Teaching—Andersen, chapter X

God's Master Builders—Nolde and Hoh, pages 63-68

Teaching With a Plus—Heffner and Wald

Here's How and When—Keiser.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. Refer to the outline for the December meeting and the "Helps" articles in this issue of **THE CHURCH SCHOOL TEACHER**.

All texts mentioned are available through Augustana Book Concern, Rock Island, Illinois. Filmstrips may be ordered through the Board of Parish Education, 2445 Park Ave., Minneapolis 4, Minn.

If Christ Is There

A lowly spot,
If Christ the Lord is there,
Becomes a shining place—
No longer bare,
As once, long since
A Star shone to illumine
A necessary, dingy
Stable room.

by CLARICE FOSTER BOOTH

Helps for Teachers of Kindergarten

by ELAINE S. OLSON

*Based on Christian Growth Series
Kindergarten I, Winter Quarter*

YES, Jesus loves me. The Bible tells me so. This assurance is desired for all who are receiving instruction in the Christian education program of our churches. Particularly do we want to give an understanding of what there is in the Bible for persons as individuals—this is part of the desired outcomes of each course and especially for this quarter of kindergarten material. Even for those who have taught this age group in Sunday school for many years it is helpful to read the instructions on page we before going ahead with plans for the quarter. Above all the last paragraph, *Strive for your own Christian growth*, is important. Our teaching of these children is the way to witness to the Christian faith that we have, and as we grow we can better tell others—of my age.

As we plan our procedures for each lesson let us bear in mind that the story alone is not the lesson, but that everything done to carry out the aims is a part of the

lesson. Examine the lesson aims given in the Teacher's Guide bearing in mind each pupil in the class. Each child is an individual different from all others. As we learn to know each one we can plan our teaching to meet the needs of each child. A practical and simple booklet on teaching this age group is *Teaching Beginner Children* by Sister Esther Bunge. Pages nineteen through twenty-one give some suggestions on understanding our pupils.

Unit A God's Book

Why do we celebrate Christmas? If we keep in mind a clear answer to this question it will help us to devote the necessary time to planning our January unit in the midst of overcrowded schedules. Let us tie in the Christmas message with this general review of what is in the Bible.

Although these children cannot read, the teacher may display Bibles with different covers and sizes

and explain that the same stories are in each Bible even though the books look different. If the Sunday school is contemplating the purchase of a Bible for the class or



department make certain that the choice is Revised Standard Version so that the children will be learning from the same translation in all of their Sunday school material. We do want to emphasize with the children that the stories which they hear at Sunday school are from the Bible, and for that reason are different from stories which they may hear on television or other places. It is a real thrill for kindergarten-age people to "read" directly from the Bible. After a Bible verse has been learned in class a child may hold the class Bible, look at the verse which has been neatly underlined, and in repeating the words actually "read" from the Bible. Of course, the underlining is one of the items of preparation which must be accomplished by the teacher before coming to class. Another use of the Bible which will help to emphasize that the stories do come from this special book is to mark around the portion of the

Bible which is the basis for the lesson. Outline the portion with red pencil and before telling the story point out to the children where the story is printed.

While making lesson plans in our department planning sessions let us be specific in how we plan to accomplish our aims. Rather than just stating, "Then we will learn the memory verse," let us explain how the verse will be presented, how the explanation will be tied in with previous understanding of the pupils, and possibly how the creative work by the class will be reminders during the week of what was learned on Sunday. Study the memory work suggestions given in the Teacher's Guide on pages seventeen and eighteen under the "The Child's Experience" and "We Play a Bible Game."

The tablet of stone shown in Moses' hand on the leaflet for session four may fascinate the children as a model for a take-home activity. Coarse manila paper or oak tag may be torn or cut into that shape and some of the "rules" or a Bible reference pasted to it. Consider a portion of Deuteronomy 6:18: Do what is right and good.

Unit B

Jesus and His Friends

When using the Teacher's Guide in lesson planning notice the suggested unit activities. We can

djust plans to our own class and our own way of teaching, but let us resolve that in teaching as well as in planning we will keep the unit in mind rather than study lesson by lesson.

Let us give the display boards an objective look. First, is the material arranged at a proper height for the children? Do the pictures agree in with the current unit or are they there just because they are "religious" or pretty? It may be



necessary to get the boards reng, or to use masking tape to ace pictures at a suitable height. sters, murals and other large ctures may be hung with Hunt ps or clothespins. This is espe llly convenient where the room ust be cleared for other purposes ring the week. With a unit on us it is well to have pictures by eral artists so that the children get various impressions of the earance of Jesus.

After the teacher has told the ry to the class the picture on the on leaflet can be used to good vantage for reviewing and retting the story. One copy may



be mounted on a piece of construction paper to make it look larger. This one copy can be used by the teacher as a focal point for the children's eyes rather than each one having a copy and each looking at the portion of his own leaflet which happens to catch his eye. Usually it is best to distribute the lesson leaflets to the children when they are ready to leave class, using them mainly as a home-church contact.

The weekly messages to parents printed on the leaflet make it important that the leaflets be sent home each week. Occasionally tell the children to ask their parents to read this portion. This section of the leaflet for session five gives those desired outcomes which are printed on page four of the Teacher's Guide. These objectives are a good talking point for home calls made during this unit. Parents should be helped to understand the churches' educational objectives. Parents often desire help in cor relating Sunday school teaching with activities at home. If little Johnny becomes overly helpful at picking up tools while Daddy is in his workshop he may be rebuffed rather than commended if Daddy is not aware that last Sunday's les

son stressed helpfulness, especially picking up things for older people.

Interest in missions is something to be fostered more often than just in special programs. Such information can be made more meaningful if brought in in a natural way at appropriate points in the lessons. For example with session six there would be conversation about boys and girls in far-away lands. The Sunday school missionary packet, *Friends with Jesus*, published by the Women's Missionary Society, gives many helpful suggestions for missionary education. It is specifically geared to *The Christian Growth Series*, costs \$1.50, and may be purchased from the WMS Headquarters, 3939 Pine Grove Ave., Chicago 13.

Gifts to make during session eight may include greeting cards for the sick. A smudge of paste by a child often will make such a card even more prized by an adult who is ill. The same activity may be tied in with sessions of Unit C.

Unit C

A picture of the church will help in some sessions to develop interest. If the church has old anniversary booklets or annual reports which contain a picture of the church, dig them out and make use of them in activities with the children. If more pictures are discovered than are needed by the class add them to the picture file

so that teachers can find them as they are required in other departments.

The Lenten season when this unit will be taught would be a good time to encourage families to attend church together. Talk to the children about going to church services with their parents, and make this a point of conversation on home visits during this unit.

The explanation and discussion of appointments in the sanctuary will aid the children in appreciation of the worship center in their own department. However, the worship center should not attempt to copy the church altar. Rather it should be kept informal with special attention to neatness and cleanliness.

Stewardship Education

Suggestions are given in session eleven for explaining uses of the money from the offering. If the Sunday school is on the church budget be sure to make the overall picture broad enough so that the children really feel that they are contributing to the church, not just to the Sunday school as such.

All activities which take place during the session should be purposeful. While planning lessons occasionally analyze *why* things will be done as well as *when*. With related activities the teacher may make the pupils aware of the relationship to other portions of the session by conversation and ex-

Explanation. If activities can be creative, that is, actually produced by the children, they will have more teaching value than mere copying. Free-hand illustration will give children the opportunity to express impressions which they have received in the class session. If the teacher lets the pupil explain what the picture means the conversation may make it possible to clear up wrong notions which the children may have received. Avoid expressing surprise or horror at the children's efforts but rather try to place things for the child in the proper perspective.

Many churches have a special worship for the children on Palm Sunday afternoon or evening rather than adding to the Easter Sunday schedule. When such plans

are made, gear them to the age level of the children involved and give them opportunities to share and contribute to the worship. The true message of the season can be conveyed effectually to the parents who attend without an artistic performance by the children. Worship is an expression of a relationship to God and may be shared by all who are present.

May this season of Lent be a time for self-examination and a new resolve on the part of teachers to use abilities for the glory of the kingdom of God through the teaching of children for whom we are responsible.

Texts mentioned are available through Augustana Book Concern, Rock Island, Illinois.

The word imposition is never used where there is love.

—DR. ALBERT EINSTEIN

Whatever makes men good Christians, makes them good citizens.

—DANIEL WEBSTER

Children have more need of models than of critics.

—JAUBERT

Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it.

—SAMUEL JOHNSON

Helps for Teachers of Primary

by SISTER GERTRUDE HILL

Based on *Christian Growth Series*
Primary II, Winter Quarter

WHAT vivid and realistic pictures the primary children gained from their study of "Bible People and God" in the fall quarter of the Christian Growth Series! The children, as well as their teachers and parents, were thrilled and enlightened by the colorful Palestinian figures and pictures which appeared in the October and November issues of the Sunday school paper, *'Til 8 Stories*. This study of the life and customs of Bible people prepared the primary child's understanding and appreciation of the background for the Bible stories.

In Unit B of the fall quarter, the emphasis upon the fact that God's care is manifested all through the year appropriately prefaces the study of The Lord's Prayer in the winter quarter.

Unit A of the winter quarter is a six-lesson unit which stresses the vital aspect of prayer fellowship with God. These lessons aim to

lead the primary child to realize that he may talk to God any time and anywhere, as well as to help him understand and memorize The Lord's Prayer. Many primary children have already sensed God's nearness in praying to Him. However, not all have discovered the intimate moments of joy and trust in talking to God any time and anywhere. Here the primary teacher should be alert to every opportunity for helping each child grow in his understanding and experiences of personal prayer fellowship.

The following experience of a primary teacher should encourage us to emphasize the practical aspect of daily Christian living. One day the mother of a six-year-old noticed her son sitting quietly in his swing. He was usually so active in his play that she called to him, "What are you doing, Billy?" There was a moment's pause and then Billy replied, "Oh, I am talking to God."

My Sunday school teacher said I could talk to God any time and anywhere."

What implicit trust these children place upon the words and actions of their Sunday school teachers!

Several things might, therefore, be pointed up in guiding the primary child's understanding and memorization of The Lord's Prayer. We must enunciate the words in the petitions very clearly, or else some child unwittingly says, "Harold be Thy name" (first petition) or "Lead us not into Penn station" (sixth petition).

Also, we should note carefully the suggestions in the Teacher's Guide for clarifying the concepts of each petition within the grasp and understanding of the primary child. We can easily make marginal notes and underline the phrases which will remind us of the interpretation for each of the petitions as suggested under the topic, "Talking Together about the Lord's Prayer." From this unit study it is desired that each child will grasp the fact that Jesus not only gave us the perfect prayer as a guide from which to pattern the



content and spirit of personal prayers, but also the fact that Jesus' prayer life can be an example to each one of a complete trust in God to hear and answer prayers.

To guide others in their devotional life, we, as teachers, should also be drawn into a closer fellowship with God. As we study and teach we will find ourselves praying to God out of a sense of need for the Spirit's guidance in all we do and say. We will also be constrained to pray for each child in our class that his spiritual needs may be met and satisfied. The book, *Prayer*, by Hallesby is recommended to teachers for inspirational reading in preparation for teaching Unit A.

In Unit B of the winter quarter, God's constant thoughtfulness and care are further illustrated by the love of the shepherd for his sheep as developed in the stories of David, the shepherd boy, and the sacrificial love of Jesus, the Good Shepherd. It is well to take note of this statement in lesson 11 of



the Teacher's Guide: "Make clear that Jesus himself was not a shepherd by occupation. But He had a loving heart, as a 'good' shepherd must always have had."

The key verse for Unit B is "The Lord Is My Shepherd." Psalm 23:1. Several of the Psalms are the Biblical basis for the five lessons in this unit.



The two previous units, Unit A and Unit B, stressed the strengthening of the personal devotional life. From there we proceed to the corporate worship of believers in the study of "How the Church Grew," Unit C. The aim in Unit C is to teach the children that Jesus Christ is the foundation of the Christian Church. The last two lessons in this unit serve as an introduction to the unit by developing some understanding of the tabernacle and temple as a background for the remainder of the unit which follows in the spring quarter. Lesson 13 ties in with the Palm Sunday

theme for that day. The children should be led to experience some of the joy of singing praises to Jesus as did the children of long ago who sang their Hosannas to Jesus in the temple.

This, then, is a brief overview of the content and general aims of each of the three units in the winter quarter, "Jesus' Prayer and David's Story."

Several resource materials are recommended for teaching this quarter. For the browsing table, the following books will be of interest to the children: *Our Father* by Joan Gale Thomas, *David* by Hattie B. Allen, and *Favorite Psalms for Children*, Grossett & Dunlap. Several filmstrips co-ordinate with the lessons in the winter quarter. The S V E filmstrip in color, "The Shepherd and His Sheep," depicts the ways in which the good shepherd cares for his sheep. This picture story can be used effectively with primary children in teaching the love of God for His children. Another S V E filmstrip in color is "David, the Shepherd Boy." This filmstrip helps the children realize the nearness and protection of God, as well as it interprets Psalm 23. Church Craft has a new colored filmstrip with a 33 1/3 L P record entitled, "David, the Shepherd." It is especially helpful to the younger primaries. Any of these filmstrips can be secured from Audio Visual

Service, 2445 Park Avenue, Minneapolis 4, Minn. The Christian Growth Series Picture Set, Primary II, contains 18 large pictures which are correlated with the lessons of this and subsequent quarters for this year. The books and picture sets can be secured from Augustana Book Concern, Rock Island, Illinois.

In preparation for Easter, there will be quite a few songs the children will have learned this quarter which stress God's love and care. From these can be selected several which the Primary Department can share at the Easter service or program. The Bible verses learned throughout the winter quarter also lend themselves to the primaries' part in the Easter service. Easter can, then, be a joyful sharing of messages in word and song which have culminated from Sunday school sessions. Too often for the Easter program, children are asked to memorize extra pieces and songs which are usually unrelated to their Sunday school lessons. Taking time from the class period for extra rehearsals, too, seems unnecessary when it is more natural to share directly from the class sessions.

Leaflet 13 has a stanza of a song for which no melody is indicated. Since the meter is 65, 65, the melody for hymn number 658 in *The Hymnal* can be used effectively.

Several interesting activities are

suggested in the Teacher's Guide. The interests and abilities of the children, the time element, and the facilities at hand will largely determine which activity is adaptable to a particular class. The prayer booklet suggested for Units A and B offers possibilities of illustrating prayers at meals, morning, evening, home, church, etc. If shepherd life is somewhat unfamiliar to the children, a table scene showing the sheepfold, the sheep, and the shepherd with his staff and sling will help them visualize the work of the shepherd. Directions for the table scene are given in Lesson 7. The unit activity for the last two lessons will be chiefly related to Easter. An Easter poster or triptych for a worship center is described in Lesson 13.

Throughout this entire quarter there has been repeated emphasis of the primary child's growth in his fellowship with God through personal devotional life and corporate worship in the church. Teachers and pupils can be strengthened in their Christian faith and witness as they study and pray together.



Helps for Teachers of Juniors

by MARY NORDLUND SHUEY

*Based on Christian Growth Series
Junior II, Winter Quarter*

WHILE Christmas carols are still being sung, we approach this new quarter of lessons with the anticipation of learning more about the One of whom these carols are telling. We will not be disappointed for in the lessons that follow we will learn to know Jesus as one who went about doing good. The newly revised material has additional helps and suggestions for the teacher to help strengthen the teaching experience.

“The Activities of Jesus” is intended to be an “imitation of Christ.” It is a study of activities which the juniors can try to imitate in their own lives. In these experiences they are led to ask the famous question, “What would Jesus do?” This was the guiding question in the story *In His Steps* by Charles Sheldon. The more advanced juniors and the teacher should plan to read this book during the quarter.

Capitalize on the fact that the juniors are in the age of “hero worship.” The acts rather than the

words of Jesus are emphasized. This, in itself, will attract the juniors. Jesus was a fearless hero who persevered in doing right. Make available to the juniors many challenging stories of Christian heroes. Find out what is available in your church or public libraries.

The revised quarter is divided into three units:

UNIT A—I Too CAN SPREAD HAPPINESS, Lessons 1-4.

The Bible stories used in these lessons show how Jesus’ helpfulness brought happiness to others. Aim to transfer this attitude of helpfulness to the experience of the juniors. Help them to become aware of opportunities of service within their own areas. Because they are Jesus’ helpers they should be encouraged to ask themselves, “What would Jesus have me do?” First consider what Jesus would have them do at home. Is there a spirit of thoughtfulness, cheerfulness and consideration of the other members of the family and of the guests in

the home? Then think of the neighborhood. Are there opportunities to bring happiness by visiting those who are ill or those who live alone, by clearing the snow from someone's walk, or by running errands?

The related activity suggested for the entire quarter is to make a book of pictures which illustrate the activities of Jesus. Some children may want to draw their own pictures. These illustrations may also include Christian acts of other people. If you have not already started a picture file for the Sunday school or for the Junior Department this may be an opportune time to do so. Collecting pictures is emphasized during this quarter.

Missionary Education

"Christian Growth Through Sharing," the missionary packet, suggests that the juniors can help missionaries by collecting colored Bible pictures of Jesus helping individuals or groups and sending these to overseas mission stations. See page 43 in Junior II, "Christian Growth Through Sharing." These packets can be secured from the Women's Missionary Society, 3939 Pine Grove Ave., Chicago, Illinois, for \$1.00 each. If there are many classes in the Junior Department it would be advisable to have additional program books for class use.

The important activity of doing map work is suggested in session 2. Use a globe, a world map, and other maps to show the relationship of Palestine to other countries. The enlarged wall map can be made more interesting by pasting small pictures which illustrate the events that took place. The more effort the juniors put into the map work, the more they will be able to visualize the activities of Jesus.

UNIT B—I TOO CAN MAKE LIFE BETTER FOR OTHERS, Lessons 5-9.

The five lessons in this unit embrace the thought of a world-wide family as stated by Jesus in Mark 3:35. "Whoever does the will of God is my brother, and sister, and mother." With this emphasis the juniors will be led to see how they can make life better for others even in other parts of the world. Fortunate is the junior who has the privilege of having friends of other races. To him the hymn, "In Christ There Is No East or West," found in the Study Book, will be more meaningful. Help the juniors to see how they can make life better for others by daring to do what Jesus would want them to do and to rise above the unfortunate prejudices which may exist in their community. The juniors are becoming increasingly interested in other people. This interest can be

encouraged by urging them to invite new boys and girls to church. Jesus came to seek and to save the lost. That is also the task for His helpers.

In Session 6 allow sufficient time to discuss with the juniors the source of Jesus' strength. Emphasize that Bible reading and prayer are the means through which they too are strengthened. Help the juniors to realize that being a Christian is a way of daily living and that as Christians they have a share in carrying out the work of the church. When the congregation has designated the Sunday for the Lutheran World Action or Augustana Mission Advance offering, explain to the juniors how these offerings are used and how their contributions help make life better for others. (Many congregations have adopted the plan whereby the Sunday school is included in the church budget and so the offering goes into the general church fund. It gives the children a greater sense of belonging to the total congregational program.)

Value in Hardships

The hardships endured by Jesus as told in Session 8 will appeal to this age group. Help them to see some value in "hardships" in their lives, like pulling weeds, picking rocks, or working hard to complete some assignment. In this unit too

the juniors will become aware of the fact that they are individually stewards of their time, talent and money. There can be a real value in scheduling the time for an average day. Encourage the juniors to discipline themselves to stick to a good schedule.

UNIT C—I TOO CAN BE BRAVE, Lessons 10-13.

These lessons show how Jesus handled some of the negative aspects of life. Help the juniors to realize that there are times when Christians must take a stand to oppose evil. Often this takes much courage because it may involve losing friends and being ridiculed.

The stories in the last unit take place during Holy Week. After Jesus had cleansed the temple, the friends of Jesus became more fearful because His enemies were becoming stronger. Help the juniors to see that in spite of what was taking place, Jesus still continued to condemn the wrong and do the right because He knew that He was doing God's will. The Juniors will admire such a hero! Help the juniors to see that they need to be wise in their choice of hero and of leader. Some leaders may be strong but still wrong.

Plan in advance how to review the events of Jesus' last week. The outline given in the Teacher's Guide in session 12 can serve as a

guide. Helpful suggestions are also found in *The Story of the New Testament* by John Hiltner. The Resurrection story, if presented before Easter, should serve to prepare the juniors for that day. Help them to understand that Jesus had a special mission to perform, that He was willing to go to the cross for all, even for His enemies. Because of His perfect obedience, God does not require animal sacrifices any more. Jesus became that sacrifice and God wants us to accept Jesus as our Substitute, our Savior. The juniors should experience a real joy on Easter because even death was not able to hold their

hero and because they are Jesus' followers, death will not hold them either!

As a result of this quarter's study, may you and the juniors learn to know Jesus better and be assured of your relationship to Him. May the words that Jesus spoke, as recorded in Matthew 25: 40, help you to cultivate Christian ideals, to do what He would want you to do. "As you did it to one of the least of these my brethren, you did it to me."

Books mentioned are available through Augustana Book Concern, Rock Island, Illinois.

Of God

Earth and sun and twinkling star—
All from the Hand of God!

Pine and moss and daffodil—
All from the Mind of God!

Mother, love, and Jesus Christ—
All from the Heart of God!

Wrapped in you, my life is trod,
Hand and Mind and Heart of God!

From *The Winnowing Years*
by VICTOR E. BECK

Helps for Teachers of Intermediates

by ANNETTE JOHNSON

*Based on Christian Growth Series
Intermediate II, Winter Quarter*

DURING the fall quarter, the intermediates have been "Getting Acquainted with the Old Testament." This study should have provided a background for the winter quarter, "The Rise of the Hebrews," and also should have awokened a sense of need for studying the Old Testament. The Hebrews were fond of history because it showed them the wonderful works of God. A study of the Old Testament does the same for us today. If you find you are lacking in knowledge of Old Testament history or are a little rusty in it, this quarter will give you a real opportunity to be a learner right along with your pupils.

Read the Study Book and Teacher's Guide entirely through before planning the sessions. As you read over the material, jot down possible methods and activities that might be used with your

class. This will be of help to you later on as you plan each individual session and will help you get more variety into your teaching. The sessions this quarter lend themselves well to the discussion method of teaching, but don't overdo it. As you look over the material, you will see that drama might be used in some sessions. Reports, supervised study, filmstrips and map work will also add variety and interest to the class sessions. Suggestions for filmstrips will be found in the section on "Audio Visuals for Use with the Christian Growth Series" appearing in this issue.

During the fall quarter, the intermediates studied the Old Testament largely as a series of relatively isolated events and personalities. This quarter, they are going to put them together. Refer back to the first two sessions of the fall quarter when you considered the

three threads that hold the Old Testament together. Help the intermediates recall that the entire plot of the Old Testament centers around the promise of God. As the intermediates study each session during the winter quarter, they should see the unfolding of God's promise and mankind's need for a redeemer.

A Time Line

Have the pupils make a time line showing the eras of Old Testament history and the leading personalities of each era. A roll of shelf paper is very suitable to use for this. The tract, "A Fresh Approach to Bible Reading," by John C. Trever, would be helpful for such a project. It is available at 3 cents a copy (or \$1.50 per 100) from the Division of Christian Education of the National Council of Churches, 257 Fourth Avenue, New York 10, N. Y. This time line might be started at the beginning of the quarter and added to each week. When it is completed, it might also be used by other classes or groups in the church. If notebooks are made this quarter, each pupil could make a time line on a smaller scale for their notebook.

The first session is an introduction to the entire quarter, giving a synopsis of the eight eras of Old Testament history. The remaining sessions are divided into two units.

Unit A is titled "God in the Life of the Early People" and Unit B, "God in the Life of the Hebrew Nation."

The Who and Why

Be sure you have clearly in mind the aims for each unit and each session so that the emphasis is not on details or facts but on the relationship of Old Testament history to the lives of the intermediates today.

Unit A begins with the creation story. The intermediates, will, of course, have heard the creation story in previous years in their church school classes. Now that they have reached the period of "adolescence" (often referred to as the "age of doubt"), they may begin to doubt some of the things they have learned in the past, due to their meeting up with science in the public school classroom. It may be necessary to inscribe on their minds that God is the Creator. In other words, the emphasis in this lesson is not the *how* of creation but the *Who and why*. Help the intermediates understand that there is no conflict between science and religion over the origin of the universe and of human life. To introduce the session and create a sense of wonder at the created world, one might have an object of nature, such as a flower, for the class to look at. Don't spend too much time on it, just enough to

help the pupils realize the wonders of creation and that only God, our heavenly Father, is the Creator of all. Have the class recite together the First Article of the Creed and its Explanation.

From the story of the creation, the sessions proceed to the rebellion of man against God and his fall into sin. This session points out the results of disobedience, jealousy and worship of other gods in Old Testament times. Discuss how these affect our lives today. If your class studied the spring quarter material, "This Is My Faith," refer back to the first two sessions. This will be a good opportunity for review, to see how much the pupils recall of what they learned about man's fall into sin. The details of the story of the flood are not so important. What is important is the covenant God made with His people, the covenant symbolized by the rainbow. Have the class list evidences of God's covenant with His people today.



In session 4, we have the beginning of the plot of the Old Testament. This period of the pa-

triarchs deals with the beginning of God's people and once again the promise of God to His people is revealed. Bring out parallels of how God deals with us today and how God dealt with human beings long ago. Emphasize the results of the obedience and great faith of these patriarchs. (Refer to Romans 4 and Hebrews 11.) Have the intermediates think about and discuss



the changes that might come about in the lives of people today if they possessed the faith and obedience to God that these great men had. It would be well also to point out the humanness of the early leaders. It is easy to forget that Bible people were human just like us and had faults like our own.

In session 5, further unfolding of God's plan is seen in the role of Joseph. Attention is now focused on not just one family, as in the patriarchal period, but on the Twelve Tribes. As the descendants of Abraham have become more numerous, the promise of God moves toward fulfillment. Emphasize Joseph's loyalty to his family and his great respect for his father. Connect this to the relationship between children of today and their

parents and elders. Help the intermediates realize that Joseph encountered setbacks in his part in God's promise but these actually helped Joseph in accomplishing his part. Have the class discuss ways in which setbacks may be steps forward in reaching their goals.

Session 6 deals with the Hebrews in Egypt and the part Moses played in the fulfilling of God's promise. Help the intermediates to see the part God played in the events of Moses' early life to prepare him for his part in the unfolding of God's promise. God also has a purpose for our lives and will



help us to discover that purpose and prepare our lives for it, if we will let Him.

Unit A ends with the migration of the Hebrew people. The pupils will find it interesting to trace on the map the probable route of the Hebrews' wilderness wanderings. Have a good Bible atlas available and a good size wall map. A comparison of modern day parallels might be drawn with the wander-

ings of today's refugees. Help the intermediates see that Christians have a responsibility in helping to



find homes for these people. The study of the Ten Commandments in this lesson should help the intermediates appreciate the place of God-given laws in their own lives.

The six lessons in Unit B should help the pupils get a perspective of events leading up to the Golden Age of Israel as a nation and to see in these events the activity of God in molding His people into a "holy nation."

The intermediates will meet such great Old Testament characters as Joshua, Samuel, Saul, David, Solomon and Elijah. The pupils will readily see that these great characters who helped in the unfolding of God's promise were not without their faults or free from sin. They also were men in need of a redeemer.

Sessions 8 and 9 are concerned with the invasion of Canaan and early centuries in Canaan. Point out the effect of the transition from a nomadic life to the settlement in Canaan. Have the class discuss the influence environment has upon

their lives and point out the effect it had on the life of the Hebrews, especially their religious life. We have what might be called a vicious circle during the period of the judges. The people would be defeated by their enemies, then repent and cry to God for help. God would raise up a leader for them, but they would soon forget God and slip back into their old ways again. Diagramming this series of events will help the intermediates remember this history. Help them to relate this to the lives of people today.

In session 10, when it looked as if Israel would disappear as God's chosen nation, God again steps in and raises up a leader for the Hebrews in the person of Samuel. This ended the rule of the judges and helped unify God's people. Refer to the suggestion in the Teacher's Guide.

Session 11 deals with the greatest of all ages in Old Testament history—the Golden Age. Review the work done by Samuel and show how David carried on this work. The important point of emphasis in this session is the establishment of the Messianic family tree at this time and the beginning of the tradition that the Messiah would come from David's line. Thus God's promise of redemption is revealed through David.

Session 12 is centered around the reign of Solomon. Have the pupils compare the prosperity of Solomon's time with the prosperity of modern times. Help the intermediates to see that wealth and wisdom, if not used properly, may well end in destruction. Have the class cite modern day parallels of unwise spending of money. While in the fall quarter attention was given to the building of Solomon's temple, it should not be entirely overlooked here, especially from the standpoint of what it meant to the Hebrew people.

The winter quarter ends with a period of deterioration following Solomon's death and God's raising of prophets to stem the decline of His nation. Help the pupils to understand that the future of a nation is bound up with God's will. All of the sessions this quarter should have helped the intermediates to see that "Loyalty to God brings security; disobedience brings the wrath of God." Have the pupils try to cite contemporary heroes of faith who have stood alone against overwhelming odds. This should include such men as Bishops Ordass, Lilje, and Dibelius.

This is a quarter that will require much study on the part of both teacher and pupil, but the satisfaction derived from it will be great.



Helps for Teachers of Seniors

by ANNETTE JOHNSON

*Based on Christian Growth Series
Senior II, Winter Quarter*

"Come, let us worship and bow down;
Let us kneel before the Lord our Maker:
For He is our God!"

ONE of the seven desired outcomes of the Christian Growth Series is "Fellowship with God." As the individual progresses through the various departments of the church school, each outcome should be realized more fully and continue throughout his lifetime. One of the ways in which we can grow in fellowship with God is through the worship services of the church. Christian worship is the greatest experience in life. Our Lutheran service of worship is a rich heritage offered through the traditions, customs and teachings of the Lutheran church—but is it something that we just go through as form? Have you, as an adult—a church school teacher, felt a need for having a better knowledge and understanding of the beautiful

order of worship of the Lutheran church? Most assuredly, many an adult has; for the more we understand something, the more we get out of it. The senior winter quarter material, "Getting the Most Out of the Service," is aimed at developing in the senior an appreciation of the worship services of the church so that he will permanently reap more fruitful fellowship with God. Most of the seniors are familiar with the forms used in the worship of the Lutheran church, but this quarter should help what is already familiar come alive for them.

The Teacher's Guide gives two broad purposes behind the studies for the winter quarter:

1. To deepen the senior's appreciation of the worship of the church.
2. To strengthen regularity of attendance and wholehearted participation in the services of the church.

Accomplishing aim No. 1 should

aid in the accomplishing of aim No. 2.

If the seniors are now irregular in church attendance, they should



be encouraged to work out a plan of their own which will aid in bringing about the accomplishment of aim No. 2. The teacher must, of course, also set an example by being an interested and faithful worshiper at the services.

Read carefully the entire Study Book and Teacher's Guide at the beginning of the quarter so that you will be well informed in regard to the quarter as a whole. This will be of much help to you as you make plans for the units and the individual sessions. It will aid you in planning for variety in teaching methods and resource materials.

In addition to the resource books listed on page 6 in the Teacher's Guide, the following books may be helpful:

Lift Up Your Hearts by Ruby Lornell

The Church at Worship by Edward T. Horn III.

Of course, hymnals or service books

are necessary along with Bibles for each session.

The quarter consists of one introductory session with the twelve remaining sessions divided into three units.

Liturgical Worship

Session 1 sets the stage for the entire quarter. While it is devoted to worship in general, emphasis is on liturgical worship. The aim of this session is to develop in the seniors an appreciation of the beauty, orderliness and meaning of liturgical worship. After a brief discussion by the class on worship in general, lead up to the question, "What similarities do you find between the worship of the Lutheran church and that of other churches?" Have one-half of the class make a list of the similarities and the other half a list of the differences between a Lutheran and non-Lutheran service. Out of a discussion of these lists should come the reason for some of these differences; the Lutheran church is a liturgical church. The Bible study should impress upon the seniors that liturgical worship is Biblical. Assign the references in the Bible study, as given in the Teacher's Guide, to buzz groups for consideration. Follow this with discussion summarizing the points brought out in the buzz groups. It might be arranged to invite to the

class a member of a non-Lutheran church for an interview or explanation of the worship service used in his church.

Unit A is devoted to a consideration of the main worship service with emphasis on the Common Service. Session 2 introduces this unit with a consideration of the Lutheran worship service. It is rather general in nature, setting forth the pattern of service and providing an outline for sessions 3, 4, 5, 6, and 7. Avoid too much detail here so that a lot of overlapping is avoided in the following sessions. Use the Bible study as given in the Teacher's Guide. From this study, the seniors should discover that our Lutheran liturgy has its origin in the very beginnings of the Christian church. Have the class make a list of the things they receive from public worship and a list of things they can give in worship besides the offering. After a discussion of these, encourage each senior to select at least one way in which he will plan to give and receive more in worship during the coming weeks.

Use Group Participation

One of the best ways to create and maintain interest throughout all of the sessions is to make use of pupil-teacher planning and as much group participation as possible. The class might be divided into

five groups for the remaining sessions in Unit A. Each group would then act as a committee to plan and present the lesson on one of the parts of the Common Service each session. Each session should be pointed directly toward the service for that day. The Scripture lessons set for that day may be used to illustrate points in the lesson for that day. By the time this unit is completed, the Common Service should have taken on new meaning for the seniors.



Unit B deals with some of the other services of the church such as matins, vespers, marriage, etc. These sessions can be handled much in the same way as Unit A. You will not have time to go into all of the services. Let the class pick out those with which they are least familiar or those that are closest to their interest. Read the

suggestions given under the section, "Approach," on page 43 in the Teacher's Guide.

Unit C takes up the church year, the poetry, hymns, symbols, vestments, seasonal colors and the contribution of the fine arts to Christianity and the Lutheran service of worship. Use resource books and visual aids in teaching these sessions. You have these visual aids in your own church—in the windows, architecture, paraments and paintings. The Bible study and class discussion should bring out how these aids to worship should contribute to the worship service. The sessions in this unit offer an opportunity to call forth some of the creative ability of the seniors. Some special projects might be planned whereby those seniors with

creative ability make a chart depicting the church year and charts of symbols which could be used by other departments in the church school. The Study Book has excellent suggestions for activities which will aid in making the sessions in this unit very meaningful.

The parts of the sessions which you do not have time to cover in class but in which the seniors are especially interested might be incorporated into some of their Hi-League programs.

A good interest approach, pupil-teacher planning, group participation, and the use of resource materials will all aid in making this quarter most meaningful to the seniors.

Texts mentioned are available from Augustana Book Concern, Rock Island Illinois.

So to live and so to think that those about us will have more courage and self-sacrifice and larger and truer vision of what is required of man—these things are more important than all the scientific principles we can discover or all the material results we can achieve.

—DR. ARTHUR T. HADLEY

Audio-Visuals for Use with the Christian Growth Series

► January, February, March, 1958

HERE is your quarterly "assist" in selecting suitable projected audio-visual materials for the very important teaching in your Sunday curriculum. When properly used and adapted to the lessons they can measurably enrich teaching and learning.

There is a three months' "lag" between the time of finalizing copy for this list and the first date of use. For the last date of use there is a six months "lag." This accounts for occasional difficulties for those who want the "latest audio-visuals." To keep abreast of the rapidly changing field and to secure dependable evaluations of the latest audio-visual productions see the new four-page addition to the *International Journal of Religious Education*, "AV's in Christian Education." Each month this interdenominational magazine will carry the results of a nationwide

network of evaluation committees. This replaces the VEF (Visual Education Fellowship) of the National Council of Churches and expands the audience and readership from 2,500 to 40,000! If you do not get the *Journal* it may be secured for \$4.00 annually by writing c/o I. J. R. E., 257 4th Avenue, New York 10, New York.

It will also be helpful to have the latest AV catalogs of Augustana Audio-Visual Service and the Religious Film Libraries (RFL). Write for *free* catalogs to Augustana Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn.

Some of the audio-visuals below are better related than others to the purposes of the curriculum of our Christian Growth Series (Revised). Such items are marked here with an asterisk (*). All audio-visuals suggested are available from Augustana AVS.

PRIMARY II—Winter Quarter

JESUS' PRAYER AND
DAVID'S STORY

Session 7—David Keeps His Sheep

*Fs—*David, the Shepherd Boy*, 21 frames, color, \$4.

Session 8—David Plays for the King

Fs—*Two Great Friends*, 22 frames, color, \$4.

Session 10—David's Songs

Fs—*Tamsy*, 36 frames, color, \$5. (Story of a little lamb helps children appreciate 23rd Psalm.)

Session 12—The Church of Long Ago

Fs—*The Tabernacle*, 34 frames, color, \$5. (Use only representative frames for your purpose, not the entire strip.)

JUNIOR II—Winter Quarter

THE ACTIVITIES OF JESUS

Session 1—Jesus and Those Who Helped Him

F—*Discipleship*, 28 minutes, b&w, \$9; color, \$13.

Session 5—The Family of Christians

Fs—*Our World of Happy Differences*, 60 frames, color, script, \$5.

Session 6—Jesus Helps All Who Seek Him

F—*No Greater Power*, 22 minutes, b&w, \$7.

Session 9—Faithful Use of God's Gifts

*F—*The Candlemaker*, 13 minutes, color, guide, \$8 rental.

Session 12—Jesus Endures Ridicule

Sfs—*The Trial*, 15 minutes, color, script, LP record (use children's side), \$7.50.

Session 13—Jesus Plans With His Friends

Sfs—*The Upper Room*, 15 minutes, color, LP record (use children's side), \$7.50.F—*Crucifixion and Resurrection*, 28 minutes, b&w, \$9; color, \$13.Fs—*The Ascension of Jesus* (Concordia), 22 frames, color, script, \$5.

INTERMEDIATE II—Winter Quarter

THE RISE OF THE HEBREWS

Session 1—What's in the Old Testament?

Fs—*Our Old Testament Heritage*, 45 frames, color, script, \$5.

Session 2—Creation

Fs—*Creation—First Article of the Apostles' Creed*, 52 frames, color, script, \$10.F—*God's Wonders Series* (Church-Craft), 9 films, each 10 minutes, color, \$5.F—*Creation According to Genesis*, 10 minutes, color, \$4.

Session 3—The Fall and the Flood

Fs—*The Fall of Man*, 31 frames, color, script, \$5.

Session 12—Rebellion

Fs—*Solomon, King of Israel* (Concordia), \$5.

SENIOR II—Winter Quarter

GETTING THE MOST OUT OF THE SERVICE

Session 6—We Have Something to Give God

Fs—*My Gift*, 26 frames, color, guide, \$5. (See also many audio-visuals under catalog classification "STEWARDSHIP".)

Session 7—We Commune

Fs—*The Lord's Supper*, 46 frames, b&w, guide, \$4.

Session 12—The Language of Symbols

Sfs—*Symbols of the Church* (Cathedral). Here is a series of 6 sound-strips, the most useful of which would probably be "Symbols of the Faith," \$5 without record, \$7.50 with LP record.

Session 13—The Message of the Arts

Sfs—*Each With His Own Brush*, 45 frames, color, LP record, script and guide, \$10. Shows classics of painting by Chinese, Japanese and Indian artists. Best use is with an appreciation script, adapted to your group.